

GREENBRIER SCHOOL DISTRICT INFORMATION FOR PARENTS AND GUARDIANS

It is the intent of this statement to inform parents and guardians of their rights and responsibilities and those of the Greenbrier School District concerning the referral, evaluation, and placement of gifted children.

The following procedures and policies have been adopted:

I. Data

A. Confidentiality

Consent will be required before the school district:

1. Discloses any information concerning the child to anyone other than authorized personnel employed by the school district.
2. Uses any information concerning the child for any purpose other than educational planning and programming.
3. Conducts a formal evaluation of the child.

B. Destruction of Data

The school district has the responsibility to maintain the confidentiality of data concerning the child and for the destruction of the data five years following termination of services. Parents may inspect the data at any time prior to its destruction.

C. Access to Data

Access to data is available to authorized school personnel only. Upon written request, parents and guardians may inspect data collected concerning the child. Parents disagreeing with data may file a letter stating the reason for the disagreement.

When the child reaches age 18, he may, upon written request, inspect the data and place in the file a letter(s) of disagreement with the data. He alone may determine who outside the school district has access to the data.

II. Prior Notification and Consent

No comprehensive evaluation or placement of the child in the gifted and talented program will be made without your written informed consent.

AUTHORIZATION FOR EVALUATION

The Greenbrier School District is hereby authorized to conduct formal screening and testing on my child, _____, in order to determine if his/her needs are being adequately met in his/her current educational program.

I have received and read the attached form, "Information for Parents and Guardians".

Parent Signature

Date

Parent Questionnaire

All information on this form will strictly be confidential and will be used only for study purposes. Please feel free to elaborate on any of the questions and add any other information you feel would be helpful.

Student's name: _____
School: _____ Sex (circle) M F
Grade: _____ Birth date: _____ Age: ____
Parent Names: _____
Student's Mailing Address _____
Contact phone number: _____
Parent Email Address: _____

Schools attended	City& State	Date (from - to)
_____	_____	_____
_____	_____	_____
_____	_____	_____

Describe early indications of superior ability:

Student resides with: (check)
Father () Mother () Both () Other () if other, please specify

Occupation of:
Father _____
Mother _____
Other adults in the home _____

Brother and sisters:

Name	Age
_____	_____
_____	_____
_____	_____

Father's vocational goal for student: (be specific)

Mother's vocational goal for student: (be specific)

Private lessons, hobbies, or recreational activities of student:

Type	How long?	How often?

Trips student has taken:

Place	Age

Things family does together:

Choice of friends: (age, sex, how many, etc.)

How does he/she get along with playmates/siblings?

What does your child prefer to do when he/she is alone?

Student's reading interests: (favorite books- types, titles)

Favorite school subjects (rank in order of preference)

General attitude toward school:

Student's special talents or skills:

What other things would you like us to know that would assist us in planning an academically gifted learning program for your child?

On a scale of 1-5, what is the student's need for the gifted program? (1) indicating the program is NOT NEEDED while (5) indicates MOST NEED for this program.

Parent Inventory

Check the following items as best describes your child.

	Little	Some	Great
Is alert beyond his/her years			
Likes school			
Has interests of older children in games and reading			
Sticks to a project once it is begun			
Is observant			
Has many ideas to share			
Has many different ways of solving problems			
Is aware of problems others often do not see			
Uses unique and unusual whys of solving problems			
Wants to know how and why			
Likes to pretend			
Other children call him/her to initiate play activities			
Asks a lot of questions about a variety of subjects			
Is not concerned with details			
Enjoys and responds to beauty			
Is able to plan and organize activities			
Has above average ability in organized games			
Often finds and corrects his/her own mistakes			
Others seem to enjoy his/her company			
Makes up stories and has ideas that are unique			
Has a wide range of interests			
Gets other children to do what he/she wants			
Likes to play organized games and is good at them			
Enjoys other people and seeks them out			
Is able and willing to work with others			
Sets high standards for himself/herself			
Chooses difficult problems over simple ones			
Is able to laugh at self (if necessary)			
Likes to do many things and participates whole-heartedly			
Likes to have his/her own ideas			